

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

South Bersted Church of England Primary School	
Address	Church Lane, Bognor Regis, West Sussex, PO22 9PZ

School vision
John 10;10. 'Life in all its fullness.' Effective teaching and a creative, child centered curriculum, together with an emphasis on Christian values and beliefs, enables all learners to recognise and achieve high standards. Pupils are encouraged to embrace challenges and become lifelong learners in a safe, secure and nurturing environment. We are committed to enriching pupils' moral and spiritual development inspiring all to become caring, responsible 21st century global citizens.

School strengths
<ul style="list-style-type: none"> • Leaders have ensured that the school community understands the vision and values. They are acted out in the daily life of the school, enabling pupils and adults to develop and flourish. • The Christian vision shapes the interesting and aspirational curriculum. Pupils make the most of and enjoy the curriculum and the wider opportunities that the school provides. As a result, pupils flourish exceptionally well. • Staff, together with pupils make collective worship a daily highlight for staff, visitors and pupils. It is central to the life of the school. Worship enables pupils to understand the importance and place of the vision in pupils' and adults' daily life and helps them develop spiritually. • There is a strong culture of respect and trust between different members of the school community. Pupils and staff treat each other well. This helps the school to be a very happy and friendly place to learn and work. Pupils have a clear understanding of justice and responsibility. They know that being fair is important. Pupils play key roles in the life of the school and take on these responsibilities very maturely. • The religious education (RE) curriculum is well-sequenced. The subject leader and senior leaders skilfully support teachers. There is well-planned and effective training for staff to enhance their subject knowledge and how to deliver RE effectively across the school.

Areas for development
<ul style="list-style-type: none"> • Embed the assessment of pupils' knowledge in RE so that where pupils have more limited understanding this can be developed.

Inspection findings
<p>Leaders have a very clear and aspirational Christian vision for the school community. The vision is lived out throughout the school day. This is because the school's values, including hope, justice and reverence are deeply embedded in the school. The values are woven through all that the school expects of everyone and offers. School leaders articulate the biblical foundations of the vision and values with clarity and confidence. They explain how the inclusive vision is designed specifically from their knowledge and understanding of the pupils and the school's context. Governors use the vision to direct their work. This means that they focus on what matters most. Governors and senior leaders monitor the impact of the vision to evaluate how it helps pupils and adults to grow. Leaders' strategic decision making is driven by the vision and values. Consequently, the school's direction is focused very clearly and effectively on enabling pupils and</p>



adults to continually flourish. Staff in a wide range of roles receive high quality professional development and support. This has developed a cohesive team that feel valued and empowered to carry out their roles diligently, constantly modelling the school's vision.

Leaders use the school's vision exceptionally well to ensure that the curriculum helps pupils to learn well and flourish spiritually. The curriculum has meaningful and precise times for pupils to question and understand themselves, others and the world around them. Senior and middle leaders build the curriculum to specifically meet the needs and interests of pupils. Pupils who are considered to be vulnerable are supported well. The curriculum and the tasks planned to ensure that pupils learn what is intended are designed effectively to meet the needs of pupils with special educational needs and disabilities. For example, pupils who find learning harder have learning adapted so that they reach the same curriculum goals as other pupils. The wider curriculum includes a broad array of opportunities including music, sport and outdoor learning. This enables pupils to develop new talents and hone and improve existing skills. The curriculum also supports pupils to see beyond themselves. Pupils actively and purposefully support local charities, like the local food bank and 'Stone Pillow' a charity to support the homeless. As a result, pupils develop a strong understanding of the challenges faced by some people and a strong sense of empathy for those in difficult circumstances.

Pupils and adults prize, value and gain much from the school's highly engaging and thought-provoking collective worship. Pupils respond very positively to worship. One parent, echoing the views of others said that it gave her child, 'a real buzz.' Leaders enhance and develop worship through the partnerships with the local church and the diocese that provide helpful training. The leaders of worship use a variety of resources extremely well. The very effective delivery and structure of worship enables pupils to think deeply and reflect upon God, Jesus and biblical stories and their relevance today. This helps pupils to flourish spiritually and to develop their knowledge of the Bible and understand how they should act and behave towards others. Collective worship brings the school community together to confirm the school's Christian vision, values and beliefs. These are a central theme in the prayers used in worship. Prayer spaces within classrooms and in the outside areas offer a place and time for pupils to reflect outside of worship. This means that pupils can pause and thoughtfully think during the school day.

Staff and pupils have highly respectful relationships. This draws this inclusive school community together very closely, ensuring that pupils treat one another and adults kindly. Leaders make wellbeing a priority for both pupils and adults, which enables them to feel special and known as individuals. Pupils benefit from very positive and well-thought through emotional support. As a result, pupils develop the ability to manage their own emotions and flourish academically and personally. Leaders care about the staff and their workload. This means that the adults who work in the school, work as a dedicated team that is very effective in ensuring that pupils thrive. Parents rightly comment that nurturing is a strength of the school. This helps pupils to feel secure and supported to succeed.

The leaders' significant focus on the Christian vision creates an active culture of justice and responsibility. Pupils are challenged and delighted to lead activities in the school and in the community, doing so very effectively. For example, pupils are proud to take responsibility for leading collective worship during the school day and services at the church. The curriculum that the school has planned very carefully has learning opportunities that demand pupils to deeply consider injustice and unfairness in the local area and wider world. This ensures that pupils are enthusiastic and adept at questioning and speaking up where something is not right. Pupils have taken a strong stance on the issue of pollution of the sea in the immediate area, debating thoughtfully with professionals about the water quality.



The school’s RE curriculum is extremely effective. The subject leader ensures that RE has a high profile and is a priority within the curriculum and for staff. Teachers have good subject knowledge because training from the diocese and the school is high quality and planned carefully. This helps staff to adapt learning for pupils who need additional support and guidance. The curriculum is well sequenced, balanced and links explicitly to the school’s vision. Teachers seize opportunities for the teaching of RE to reinforce the school’s vision and values. Leaders and teachers ensure that there is a shared understanding of spirituality, and this is embedded effectively in RE lessons. Pupils’ high calibre work shows that pupils acquire skills of enquiry and interpretation, alongside a deep knowledge of Christianity as a global religion and a wide range of world faiths and views. The RE curriculum promotes and celebrates religious diversity and maintains the high profile of the vision.

The inspection findings indicate that South Bersted Church of England Primary School is living up to its foundation as a Church school.

Information			
School	South Bersted Church of England Primary School	Inspection date	1 February 2024
URN	125973	VC/VA/Academy	VC
Diocese/District	Chichester	Pupils on roll	206
MAT/Federation	Not applicable		
Headteacher	Noel Goodwin		
Chair of Governors	Jon Davis		
Inspector	Richard Blackmore	No.	C.23/24